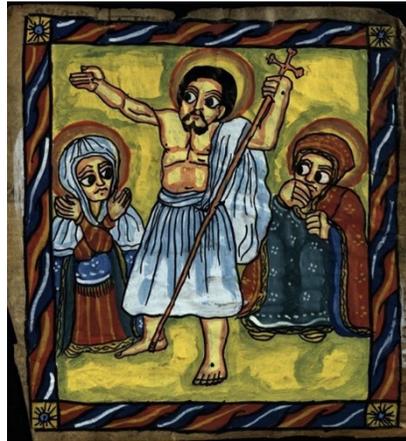




qw



An illustration of the Resurrection from an 18th-century Ethiopian psalter (St Andrews)

PART I. OVERVIEW

INSTRUCTOR: Denvil Lee | DLee@chapel.org

Office Hours hosted virtually throughout the quarter and available by appointment

DESCRIPTION: This course will provide training & instruction on the effective use of discipleship tools to effect spiritual growth in individuals and multiply leadership within churches/ministries. Students will focus on personal discipleship and develop a framework for multiplying disciples in any cultural context.

LEARNING OUTCOMES: Having successfully completed this course, students will have demonstrated that they:

1. have an introductory knowledge of biblical discipleship
2. can identify discipleship topics and themes in the scriptures.
3. can identify culturally relevant tensions in our biblical mandate of 'making disciples'
4. can specify a range of concepts and questions to aid in our personal discipleship
5. have competence in the practice of disciplining peoples of various cultural backgrounds

COURSE FORMAT: This course will be conducted online and aligned with FSOM's academic calendar. Although it does not require synchronous meeting times; faculty may provide one or more opportunities for live interaction scheduled to support represented time zones.

COURSE ASSIGNMENTS:

- | | | |
|---|--------------------------------|--------------------|
| 1. Textural Observation – 7 ASSIGNMENTS | // DUE THURSDAY 11:59PM // | 20% of this course |
| 2. Reading Reflection - 7 ASSIGNMENTS | // DUE SUNDAYS 11:59PM // | 40% of this course |
| 3. **Class Lecture and Zoom Meetings | // LINKS WILL BE PROVIDED // | 10% of this course |
| 4. Critical Book Review – 1 ASSIGNMENT | // DUE SUNDAY, 3/27 11:59PM // | 30% of this course |

***Students are required to participate in weekly lectures and/or Zoom meetings. Students can earn extra credit for completing lecture and class responses. These assignments will help students develop a series of discussion questions to aid in personal, 1:1, and group discipleship relationships. I highly recommend students complete these assignments even if extra credit is not needed. Future disciples will thank you for it 😊*

NOTE: We will not be dogmatic about 11:59 pm vs. 12:01 am. I will be reviewing Thursday assignments on Friday mornings and Sunday assignments on Monday mornings. If I have your assignment in my inbox when I'm ready to review it, it is on time!

PART II. COURSE READING

REQUIRED READING:

Acts Chapter 19 (NRSV or CEB Version)

The Book of Ephesians (NRSV or CEB Version)

Davis, Charles A. *Making Disciples Across Cultures: Missional Principles for a diverse world*: Downers Grove, IL: Intervarsity Press, 2015. [Amazon Price: \$16.99]

Gonzalez, Justo. *The Apostle's Creed for Today. Westminster John Knox, 2007*. [Amazon. Price: \$11.99]

OR

Blount, Brian K., *Can I Get a Witness?: Reading Revelation through African American Culture*. Louisville: Westminster John Knox, 2005

RECOMMENDED RESOURCES:

Achtemeier, Paul J., Joel B. and Marianne Meye Thompson. *Introducing the New Testament: Its Literature and Theology*. Grand Rapids: Eerdmans, 2001.

Adeyemo, Tokunboh, et al., eds. *Africa Bible Commentary*. Grand Rapids: Zondervan, 2006.

Blount, Brian K., et al., eds. *True to Our Native Land: An African American New Testament Commentary*. Minneapolis: Fortress, 2007.

Bonhoeffer, Dietrich. 1995. *The Cost of Discipleship*. New York, NY: Pocket Books.

Cohick, Lynn. *Women in the World of the Earliest Christians*. Grand Rapids: Baker Academic, 2009. DeSilva, David A. *Honor, Patronage, Kinship, and Purity: Unlocking New Testament Culture*. Downers Grove, IL: InterVarsity, 2000.

Evans, Craig A., and Stanley E. Porter, eds. *Dictionary of New Testament Background*. Downers Grove, IL: InterVarsity, 2000.

Ferguson, Dave, and Warren Bird. *Hero Maker: Five Essential Practices for Leaders to Multiply Leaders*. Zondervan, 2018.

Green, Joel B., and Scot McKnight, eds. *Dictionary of Jesus and the Gospels*. Downers Grove, IL: InterVarsity, 1992.

Gonzalez, Justo L. *Santa Biblia: The Bible Through Hispanic Eyes*. Nashville: Abingdon, 1996.

Hirsch, Alan. *The Forgotten Ways: Reactivating Apostolic Movements*. 2nd ed. Grand Rapids, MI: Brazos Press, 2016.

Hirsch, Alan, Jeff Vanderstelt, and Ed Stetzer. *The Forgotten Ways: Reactivating Apostolic Movements*. Grand Rapids, MI: Brazos Press, 2016.

Ogden, Greg. *Discipleship Essentials*. Downers Grove, IL: Intervarsity Press, 2018

*Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 9th ed. University of Chicago Press, 2018. (Resource for CBR – Final Paper's "Chicago Style." Also available as an online resource)

PART III. COURSE SCHEDULE

There are three required zoom meetings and two optional zoom meetings this semester.

- To get to know one another and answer any clarifying questions, we will begin our semester with our first optional Zoom meeting on

Tuesday, February 1, 2022, at 7 pm (EST), and the link is <https://us06web.zoom.us/j/87151040115> (I'll email this to you as well.)

During this meeting, we'll work together to set a rhythm for future meetings at a time that works best for the majority of the class.

- The last zoom meeting will be during the week of March 21. I'll post the date and time later in the class.

WEEK & DATE	TOPICS & READING	The Tension of Discipleship	ASSIGNMENTS & EVENTS
Week 1 February 1	Disciples Let God Lead from the Invisible World Davis; Intro; ch.1-2 Acts 19	Visible/Invisible To what extent do we live within the parameters of the visible world that we can see, touch, hear, smell and feel? To what extent do we live within the parameters of the invisible world and the rule of God over all?	<i>Virtual Meet & Greet (optional)</i> <ul style="list-style-type: none"> • TO – Acts 19 + Eph. 1 • RR - intro, ch.1, ch.2 • VIDEO LECTURE • Zoom Intro (Optional)
Week 2 February 8	Disciples Hear and Obey Davis; Ch.3 Acts 19 & Ephesians 1	Knowledge/Behavior In the process of making disciples, how much emphasis do leaders give to knowledge transfer and how much to expectations of behavior change or obedience?	<ul style="list-style-type: none"> • TO – Acts 19 + Eph. 1 • RR – Davis, ch.3 • ZOOM MEETING • <i>Optional Discussion Response - Extra Credit</i>
Week 3 February 15	Disciples Develop Relational Interdependence Davis; Ch.4 Ephesians Chapter 1- 2	Individualism/Collectivism To what extent does the community of believers reflect individualist assumptions? To what extent does it reflect collective assumptions?	<ul style="list-style-type: none"> • TO – Eph. ch.2 • RR – Davis, ch.3 • VIDEO LECTURE • <i>Optional Lecture Response - Extra Credit</i>
Week 4 February 22	Disciples Do What Love Requires Davis; Ch.5 Ephesians Chapter 1- 3	Gospel-Truth/Works-Justice Are gospel and works held in tension? Are truth and justice? Or have we settled for one as primary, to the exclusion of the other?	<ul style="list-style-type: none"> • TO – Eph. ch.3 • RR – Davis, ch.5 • ZOOM MEETING • <i>Optional Discussion Response - Extra Credit</i>
Week 5 March 1	Disciples Make Disciples Davis; Ch.6 Leaders Equip Disciples for Ministry Davis; ch.7 Ephesians Chapter 1- 4	One-Way Delivery/Group Interaction In the process of making disciples, what kind of balance exists between preaching and interaction between disciples? Equippers/Ministers In the community of believers, who is responsible for ministry in the church? Are the leaders actively equipping the people? Or do the people mostly pay and watch others?	<ul style="list-style-type: none"> • TO – Eph. ch.4 • RR – Davis, ch.6-7 • VIDEO LECTURE • <i>Optional Lecture Response - Extra Credit</i>
Week 6 March 8	Disciples Live an Undivided Life Davis; Ch.8 Disciples Engage in Personal and Cultural Transformation Davis; Ch.9 Ephesians Chapter 1- 5	Public/Private To what extent does the cultural music we are producing reflect a division between public or secular and private or sacred domains? To what extent are these lines blurred, with people "living sacredly"? Personal/Cultural In the community of believers, does the church expect transformation and renewal of individuals only at a personal level? Or does it discern and expect transformation of the surrounding culture?	<ul style="list-style-type: none"> • TO – Eph. ch.4 • RR – Davis, ch.8-9 • ZOOM MEETING • <i>Optional Discussion Response - Extra Credit</i>

<p>Week 7 March 15</p>	<p>Disciples Keep the End in Mind Davis; Ch. 10</p> <p>Disciples Organize Flexibly and Purposefully Davis; Ch.11</p> <p>Ephesians Chapter 1- 6</p>	<p>Church/Kingdom How much emphasis is being given to the church gathered, and how much to kingdom or church on mission?</p> <p>Organizational/Relational In the community of believers, how much energy and time go toward organizational demands, and how much</p>	<ul style="list-style-type: none"> • TO – Eph. ch.6 • RR – Davis, ch.10-11 • VIDEO LECTURE • <i>Optional Lecture Response - Extra Credit</i>
<p>Week 8 March 22</p>		<p>Final papers (Critical Book Reports – CRBs) are due on Sunday, March 27, 2022, at 11:59 pm</p>	<ul style="list-style-type: none"> • CBR – The apostle creed <u>OR</u> Can I get a witness • ZOOM CALL (Optional)

PART IV. DESCRIPTION OF COURSE ASSIGNMENTS:

1. Textual Observations (TO). Each week, you will submit 3-5 textual observations for each assigned Bible readings. (50-150 words) Students tend to be more familiar with interpretations of the Bible than with the biblical text itself. This assignment encourages you to pay attention and observe facts and details about the biblical text. Observe! *What do you see? Who, what, where, when, how?* Your aim is to notice striking features of the text, including rhetorical/literary features, structural elements, particular historical or cultural references, similarities, differences, emphatic repetitions, etc.

How to make textual observations:

- Begin with a pencil or pen in hand, and don't be afraid to mark up the text, underlining or highlight keywords and phrases, and jot notes in the margins.
- Notice keywords and phrases—anything that strikes you as surprising or significant or raises questions (e.g., word choice, tone, irony, symbolism, metaphors, similes, absence of words, etc.).
- Look for patterns in the things you've noticed about the text—repetitions, contrasts, similarities, and connections.
- Ask questions about the text. "What do I see going on in the text?" Who? What? Where? When? Why?
- Do not attempt to restate or paraphrase the text. Do not provide a verse-by-verse summary of the text. Refrain from drawing conclusions and trying to interpret the text's meaning. This is the *observation* phase of the interpretive process.
- Cite the verses you are observing.

This assignment is related to learning outcomes #1, 2, & 4 and is 20% of the course.

2. Reading Reflections (RR). You will submit a total of 7 weekly reading reflections (350-600 words) related to the assigned reading. These RRs will be graded for completion, thoughtful engagement, and quality. Cite the specific page numbers from the assigned readings as evidence for your assertions but avoid direct quotations. Demonstrate critical reflection of the reading by connecting themes or ideas from weekly lectures and other reading materials.

Weekly prompts will answer the following questions:

- What is the main point of the reading?
 - What was most surprising, intriguing, or challenging to you about the readings?
 - What issues, questions, or thoughts did the readings raise for you? And/or how do they relate to your life and ministry?
 - What connections does it help you make with other readings or ideas covered in a class?
- (Questions will be specific to the weekly reading)

This assignment is related to learning outcomes #1, 2, 3, 4 & 5 and is 40% of the course.

3. FINAL PAPER - Critical Book Review (CBR)

Students will craft a 750-1,000 word analysis of Gonzalez, Justo. *The Apostle's Creed for Today* **OR** Blount, Brian K., *Can I Get a Witness?: Reading Revelation through African American Culture*.

This paper is a substantive analysis of one or two key ideas in the text; it is not a personal reflection. The review will need to briefly summarize the basic thesis and content of the book and provide critical comments on the book's strengths and weaknesses.

Being able to read a text closely, accurately, and critically are necessary skills that you need to hone as a bible student, pastor, teacher, and leader. This assignment is designed to help you develop critical reading and evaluating skills. By "critical," I do not mean trying to point out the flaws of some idea, argument, or piece of work. Critical means engaging in what you read by responding to questions such as the following:

- a. Purpose: What was the aim of the book? What is the author trying to accomplish? What is his/her argument?
- b. Audience: Who was this book written for? Who is the author trying to convince?
- c. Strategy/Approach: How does the book attempt to achieve its aim? What methodologies, strategies, and evidence did you see in the book?
- d. Evaluation: Is the book successful in accomplishing its aim? To what extent are you convinced by the book? To whom (if anyone) would you recommend this book?

* Students will be evaluated on the basis of clarity of content, argument, thesis, introduction, conclusion, formatting, grammar/syntax, and evidence of careful thinking about the text.

Students will draw from assigned readings and additional research to articulate and defend their own position on the topic.

Students are required to use all of the skills and competencies they have developed over the course of the term. They will put forward a clear, focused, properly formatted, thoroughly researched, and well-written theological argument. The essay must include footnote citations and a bibliography formatted (Chicago style) according to the guidelines in *A Manual for Writers of Research Papers, Theses, and Dissertations*.

- See

Students will be evaluated on the basis of clarity of content, argument, thesis, introduction, conclusion, formatting, grammar/syntax, use of primary and secondary sources, and careful thinking about doctrine.

This assignment is related to learning outcomes #1, 2, 3, 4 & 5 and is 20% (200 pts)

4. **Weekly Interactive and Optional Response:** By taking this class, students agree to interact with lecture videos (honor system) and participate in the three Zoom meetings*. For extra credit, students can submit a response to the lecture (Lecture Response) or a response to the class discussion (Discussion Response) to help process and engage with the material. *These assignments will help students develop a series of discussion questions to aid in personal, 1:1, or group discipleship relationships.* Each lecture response is 75-150 words and will answer questions posed within the lecture or class time.

Note: Students who are **cannot participate in the bi-weekly Zoom meetings should consider submitting all four lecture and discussion responses to offset the participation grade.*

This assignment is related to learning outcomes #3 & 4 and is 20% (200 pts)

PART V. GRADE SCALE & GRADING:

Grading

Students will receive a Pass/Fail status based on 70% successful completion of course assignments. Each assignment will receive a Pass/Fail status based on the basis of clarity of content, argument, formatting, grammar/syntax, and evidence of careful thinking about the texts.

Late Assignments

In this course, unapproved late assignments will not receive feedback. No written assignments will be received after the last day of class. In the case of a true emergency, however, contact me as soon as possible to discuss assignments. Late posts and papers will receive no written comments from instructors.

Days of Grace

I am firm on deadlines. However, I am also well aware of the many competing demands that graduate students juggle and understand that we all need grace. For this reason, you each have four days of grace to use according to your need for a late submission. There are, however, two caveats:

- (1) You must give advance notice to the instructor before an assignment is due to make use of your DOGs;
- (2) No written assignments will be received after the last day of finals week.

RECORDING NOTICE TO ALL STUDENTS: This course may be audio- or video-recorded as an accommodation under Section 504 of the Rehabilitation Act, but only with prior permission. Students approved for this accommodation may use such recordings only for personal study; no posting or further distribution or use is permitted. **Denvil's Lectures and recordings are for your viewing only. Do not share or repost.**

PART VI. ONLINE PARTICIPATION

I am passionate about discipleship and teaching the Bible, and I care deeply about forming the whole person, heart, and mind for the service of the gospel. Together, we will strive to foster a collaborative and just learning community in which each person has significant contributions to make, perspectives to express and consider, and things to learn. I will do my best to create opportunities for critical thinking, close reading, and active listening and support your learning. However, the responsibility for learning falls on you! Learning is a process. You must invest time, energy and focus on developing understanding. Here are guidelines, so you to help you thrive as a learner this quarter:

- a. Read/Listen to all the assigned reading and lectures before the start of each week (Monday) and take notes. Here are helpful strategies for active reading, listening, and notetaking:
 - [5 Step Note Taking Method](#) (video)
 - [How to take reading notes](#) (detailed breakdown)
 - [How to take notes while reading](#) (short breakdown)
 - [How to take lecture notes](#) (4 different methods)
- b. Use a hardcopy/print version of the Bible while you read and do your work (NRSV or CEB translation). Other translations may be consulted by way of comparison (be sure to cite which version you are using). Assignments based on other translations will be penalized a one-third letter grade. Students with a background in the Hebrew and/or Greek language may use their language knowledge in their assignments.
- c. Ask questions! Be curious!
- d. Make connections with other readings, class lectures, and discussions when possible and relevant.
- e. Receive constructive feedback as an opportunity to think, learn, and grow - not as an attack on your intelligence or faith. Ask questions if you need more clarification.
- f. Submit your work on time. Late assignments will not receive written feedback from instructors. See policy for Late Assignments and "Days of Grace" below.
- g. Optional: Attend Virtual Open Office Hours, which are optional but highly recommended. Zoom meeting links will be provided before the sessions.

Disclaimer: This syllabus may be subject to revision throughout the quarter.

This syllabus was updated: January 11, 2022